

Sign Of Gender Equality And The Adolescents' Identity In *MOXIE!* Movie Script

Chairunnisa L, Dahlia D. Moelier, Asyrafunnisa

English Language and Literature Program, Faculty of Education & Letters, Bosowa University

*Email: chairnssaa@gmail.com

Accepted: August 20, 2023 / Approved: December 30, 2023

Abstract

This research aimed to find out the interpretations of the signs that appear in the movie script, and how women survive from gender discrimination in the MOXIE! movie script. The writer used qualitative descriptive, semiotics, and liberal feminism approach in analyzing the data. The data were obtained by reading and comprehending, collecting and classified, identified, and explaining the interpretations of the signs and how women survive from gender discrimination based on Peirce and Saussure theories. The result shows that there were three triadic types of signs used in MOXIE! movie script, they were (1) sign or representamen which consisted of qualisign and leg signs, (2) object which consisted of icon, index, and symbol, and (3) interpretant which consisted of decent sign or discisign, and argument. There were also 4 types of signs included in gender equality there were marginalization, stereotypes, subordination, and violence. Then liberal feminism that stream accentuated putting women who had full and individual opportunities.

Keywords: Sign, Movie Script, Moxie, Charles S Peirce, Feminism



This work is licensed under Creative Commons Attribution License 4.0 CC-BY International license

1. INTRODUCTION

Literature is an artistic language that usually gives birth to works that are then called literary works. Literature was actually created as a translation of the Greek word *grammatika*; *litteratura* and *grammatika* respectively based on the words *littera* and *gramma* which means letters (writing, letter). Literature in the Indonesian language comes from the Sanskrit word namely *shaastra*. *Shaastra* in Sanskrit means 'text containing instructions' or 'guidelines'. Literature can also be understood and has the meaning of directing, teaching, giving instructions, and as a tool or means to give instructions (Teeuw, 2015:20).

At this time, movies have been considered a very powerful medium of communication for people to convey a message, because movies are audio-visual in nature with pictures and sound, movies are able to present a lot of stories in a short time. Many people learn and know many things from movies, movies are also guides to increase knowledge and insight. Generally, a movie can cover a variety of messages, be it educational, entertainment, and information message (Prisanta, 2021). Movies are created if there is a story that contains a message that can be shown to the audience. Through picture movement, color, and sound, the movie can convey a message because movies can cover everything. Therefore, the audience can easily understand what the content of the movie is.

The rise of the feminist movement needed to be responded proportionally both by men and women. If not, it remains a matter of fairness only becomes an endless discourse. Therefore, the attitude that needs to be done as an effort respond to this equality problem is by fighting for gender balance, profitable both genders, providing equal opportunities to both genders, and upholding justice for both sexes.

2. LITERATURE REVIEW

This part presented the previous related studies and related theories such as the definition of semiotic signs and Feminism.

2.1 Previous Studies

Many researchers used semiotic and gender equality theories in their research approach. These are some previous studies that can be used as a reference to analyze this research. Based on Handwita (2018) with her research, *Representasi Kesetaraan Gender dalam Film Great Wall*. This research aims to see how the media portrays the reality of gender equality. The Great Wall, a movie that tells a tale of gender equality during the Sung Dynasty in China, was the medium selected in this research. In this instance, the Sung period that supported patriarchal society was depicted in a different way in the movie, which was made by Zhang Yimou. This research used Roland Barthes' semiotic analysis techniques, which included the signifier, signified, sign, signified II, and sign II/myth, which were applied in this work. The result of this research discovered that women and men may coexist in the same position and are treated with the same respect after evaluating the myth of gender equality that is depicted in the film.

Dwita (2018) entitled, *Gender Equality in Media Television (Semiotics Analysis of Fair and Lovely Advertisement Issue of Marriage or Master Degree)*. This research aims to outline a critique of an inspirational "Fair and Lovely" advertising from Indonesia that promotes gender equality. In order to evaluate the signals regarding gender equality in the episode about deciding between getting married and getting a master's degree, this research employed semiotic analysis, a qualitative interpretive approach. The findings of this study demonstrated that the "Fair and Lovely" commercial's visual cues promote gender equality, particularly in terms of jobs and education.

Prisanta (2021) entitled, *A semiotic analysis of racial discrimination in the movie script "just mercy" by Destin Daniel Cretton & Andrew Lanham*. This research was about racial discrimination in the film "Just Mercy". Black people who were not native Americans were the ones who were subjected to racial discrimination. This research aims to ascertain the manifestations and significance of discrimination against the black race depicted in the movie script. In addition, this research employed a qualitative methodology and applies Charles Sanders Peirce's semiotic theory, which divided the analysis into three stages: sign, interpretant, and object. The result of this research indicated that black people were the target of racial discrimination.

Rorintulus et al., (2022) with their research, *Women's Struggle to Achieve Their Gender Equality in Pride and Prejudice and Jurnal PH.D Mama: A Comparative Study*. This study was about women who needed greater efforts to achieve gender equality and to fight for their rights to live independently. This study aims to compare and reveal women's struggles to achieve gender equality in *Pride and Prejudice* and the *Ph.D Mama Journal*. This study used qualitative methods and a feminist literary approach. Data collection from two sources, namely primary and secondary. The primary sources were the novel entitled *Pride and Prejudice* by Jane Austen and *Jurnal P.hD Mama* by Kanti Pertiwi et.al. The second source was several books and related studies related to this study. The result of this study demonstrates the way that orientation could impact humans to accomplish their privileges. Inequality existed between men and women.

Orientation balance had turned into an idea that was hard to accomplish. This concentration also had extraordinary meanings for ELT, particularly in the training field. Both the teacher and the student should have the right perspective on gender equality so that gender did not become a barrier to human learning and social skills.

Praharsini (2022) with her thesis *Illocutionary Acts In Emma Watson's Speech Gender Equality*. This research aims to identify the several illocutionary speech actions that Emma Watson used in her speech on gender equality. It also sought to understand the purpose of these speech acts in Emma Watson's speech. The methodology of Austin and Searle was employed in this study. As a result of this research, it was determined that assertive, directive, commissive, and expressive speech actions were present in Emma Watson's speech. With an appearance frequency of 18 times, forceful speech acts were the most common, followed by suggestive with 7 appearances, directions with 6 appearances, and commissive with 2 appearances. The assertive function includes making statements, conversing, emphasizing points, making educated guesses, changing, providing information, protesting, and arguing. Meanwhile, the types of directives correspond of inviting, bidding, and advising. Commissive correspond of immolation and Expressed Readiness, and types of expressive conforming of complaining, appreciating, condemning, criminating, and thanking.

From all the research above, the similarity of this research with previous studies lies in the method used, some writers used a different semiotic theory. In this research, the writer used semiotic theory by Charles S Peirce, and the object of research is a movie script. However, some writers from previous studies also used the same research object but with different research methods and theories. And also some used the same methods and theories but use different research objects.

2.2 Related Theories

According to Saussure in Danesi (2004), the word "semiotic" is derived from the Greek word "sêmeion" a sign-related word. As something that is based, the sign itself is defined can be regarded as representing previously established social conventions. Something else. Semiotics is a science, according to terminology. Studying a variety of things as signs, like events, cultures, and objects. Simply put, the study of signs, or semiotics. study of signs and all things related to them. Then, how it works, how it relates to other signs, how it is delivered, etc. The usage of the receipt. There are signs all around us, including words. Gestures, stop signs, flags, and so forth. a literary work's structure, or the. A sign could be the way a movie is structured, a building, or a bird sings, (Sobur, 2009). Anything could be a sign. Charles Sanders Peirce, a philosopher from America. We can only think through signs. That much is certain. Communication is impossible without signs.

Semiotics is based on logic, because logic teaches how people think, meanwhile reasoning is done through signs. According to Pierce, these signs allow people to think, relate to other people and gives meaning to what is displayed by the universe. In this case humans have various signs in various aspects his life. Where linguistic sign becomes one of the most important. In this semiotic theory, the function and use of signs is central attention. Signs as a means of communication are very important in various conditions and can be utilized in various aspects communication. Peirce paid more attention to the linguistic signs that he thought very important. Every sign in general also applies to signs linguistics, but not necessarily linguistic signs also apply to other signs. Signs are related to objects that resemble them. Its existence has a causal

relationship with signs or because conventional ties to these signs. Therefore, accordingly in general, Peirce actually stated that his theory applies in general.

Ferdinand de Saussure developed the foundations of general linguistic theory. The fact that he views language as a sign system makes his theory unique. In addition, Saussure states that the hypothesis of semantic signs needs to track down its place in a broader hypothesis, and for this, Saussure proposes the name 'semiology'. Therefore, the meanings of the terms "semiotics" and "semiology" are not significantly different. Both involve distinct exposures. The use of the word "semiology" demonstrates the fort's influence. Either certainly or expressly, the Saussure familiar semioticians consider that semantic signs enjoy the upper hand over other semiotic frameworks. The concept of de Saussure is always a pair of contradictions, such as the contradictions between "langue" and "parole," "significant" and "signifie," and "syntagma" and "paradigm." (Sanders 20045).

Many people consider Ferdinand de Saussure to be the founder of modern linguistics. He argues that cultural signs convey meaning through language, which is an instrument of communication. He accepts that absolutely everything that can possibly impart significance through its language might be concentrated as etymological signs. He holds the belief that traditional objects are mistaken for non-linguistic ones when, in fact, they are in communication and the signs mean something.

3. METHOD

This research type was qualitative descriptive method. The data were analyzed through qualitative descriptive by collecting and classified, identified by looking for and highlighting phrases, words, and sentences that used a variety of semiotic signs. The source of the data in this research was from the movie script of *MOXIE!* Which consists of 83 pages written by Tamara Chestna and Dylan Meyer. *Moxie* written as *MOXIE!* is a 2021 American drama comedy movie directed by Amy Poehler. The primary goal of the writer of qualitative descriptive analysis was analyze and interpret all the data in *MOXIE!* movie script.

4. RESULTS

The data results had been divided into two parts in the following data bellows.

4.1 The interpretation of the sign that appears in the MOXIE! movie script

In this part would explain the several signs contained in the movie script.

Semiotic Theory by Charles S. Peirce

Peirce wanted his semiotic theory to become a general reference on the study of various signs. Therefore, it requires more studies on this matter. Especially regarding how broad the range is from this theory.

1) Sign or Representamen

[Vivian] He's an idiot. He has been since the second grade.

[Lucy] He's dangerous.

[Vivian] I don't think he's dangerous. I think he's just annoying.

[Lucy] You know that annoying can be more than just annoying, right?

It showed as *qualisign* in the words *annoying* because Vivian was seen approaching Lucy and telling Lucy to ignore Mitchel. Lucy, who was surprised to hear Viviaan's words, said that why should she ignore Mitchell. while Mitchell was bothering her, Lucy thought that Mitchell

was a dangerous person. But Vivian only considered Mitchell as an annoying person because he liked to bully students since the second grade. In this case, *annoying* was included in the *qualisign* category. *Annoying* could be more than just *annoying*, it can mean someone who was dangerous.

2) Object

[Lucy] *So are you guys gonna do the thing that it says for tomorrow? It says to draw hearts and stars on your hands to show support.*

In this case, the *icon* that existed in the sentence was *hearts and stars* as the representamen that stood for its object *to show support*. The relationship between the representamen and the object produced the interpretant. *hearts and stars* as an *icon* referred to the object of *to show support*, it denoted that if someone wanted to support the feminist movement that was written about in the moxie zine, the zine writer would want those persons to had a star and heart *icon* on their hand.

[Kiera] *You know what's also messed up? I don't like being voted best ass.*

[Claudia] *You don't like it? Why?*

[Amaya] *Historically, black women have been judged by their asses and hair, and we are done with that.*

[Lucy] *Period.*

The *icon* that existed in the sentence was *asses and hair* as the representamen that stood for its object *black women*. The relationship between the representamen and the object produced the interpretant. *Asses and hair* as an *icon* referred to the object of *black women* denoted that if there was a black woman, she must has curly hair and a big ass.

[Kaitlynn] *Know what I just realized? The king is worth more than the queen. Why? The queen is the best. Okay, the queen can have children. Look at this king. He looks like an asshole.*

In the sentence *The king is worth more than the queen* represented as *symbol* because the sentence above showed when Kaitlynn realized something when she saw the card she was holding. The *symbol* of the sentence above was *the king is worth more than the queen*. As everyone knew and agreed, in card games, the king had a higher rank than the queen. The king could beat the queen because the king was considered stronger than the queen.

3) Interpretant

[Vivian] *We're both INTJs on the Myers-Briggs test. It's a personality test. We're both introverts. The first time I slept over, we took the test and made T-shirts that said, "Don't talk to me, I'm INTJ."*

In the sentence *We took the test and made T-shirts that said "Don't talk to me, I'm INTJ"* represented as *dicent sign* or *dicisign* because in this case, Vivian and Claudia took a personality test, and they were both introverted, and because of that they also made a T-shirt that says "*Don't talk to me, I'm INTJs.*" which described therefore that people understood that they should not talk to Vivian and Claudia because they was both introverts. Therefore, the sign that they made, T-shirts that written INTJ, was the fact that they were both introverted and did not want to talk to other people.

[Amaya] *You know what's not fair? Our team went to state finals and our uniforms suck.*

In the sentence *Our team went to state finals and our uniforms suck* represented as *argument* because in the sentence above was a sign of an *argument* in which the women's football team went to the state finals and our uniforms suck. This was a form of gender inequality because only

male students had the right to get the best facilities from the school even though the female students not less outstanding than male students.

Semiotic Theory by Ferdinand De Saussure

The writer used Ferdinand De Saussure's semiotic analysis which interpreted a separate sign into two, namely signifier and signified. Signifier was defined as a connecting form that was analyzed by a sign such as visual, sound, graffiti, or writing. What was captured in this study was the dialogues and scenes in the movie script of MOXIE! which was related to gender inequality activities in the form of marginalization, stereotypes, subordination, and violence.

[Lucy] Hey, I was talking.

[Mitchell] Yeah, I know, but The Great Gatsby is a classic. Just because other books are good doesn't mean this is less good.

[Lucy] I didn't say it wasn't good. I just wish that...

[Mitchell] You're not listening to me. People have read and have loved The Great Gatsby forever. There must be something that makes it so we read it every year at our own school.

The scene indicated that Lucy was not given the opportunity to speak because she disagreed with Mitchell. In that scene, Mitchell was offended by Lucy's opinion and began to corner and did not give Lucy a chance to speak to clarify the opinion she had made. This included marginalization which was an attempt to limit, control, or provide disturbance to women by reducing or even eliminating women's rights in their lives, therefore that women's position became marginalized.

[Lucy] Mitchell Wilson is harassing me. I don't feel safe.

[Shelly] Mitchell?

[Lucy] Yes.

[Shelly] Wilson?

[Lucy] Yeah.

[Shelly] Captain of the football team?

[Lucy] Yes.

[Shelly] He's bothering you.

[Lucy] He's harassing me.

[Shelly] Oh. There's that word. If you use that word, that means I have to do a bunch of stuff, but if he's bothering you, and that's what it sounds like to me, then we can actually have a conversation.

The scene above was when Lucy made a report that Mitchell Wilson harassed her to the principal but the report was not taken seriously and was considered excessive and emotional by the principal. This was a sign that Lucy experiencing gender inequality in the form of stereotypes, where the principal labels Lucy negatively and incorrectly.

[Meg] Oh, sure. Put me in the back like you always do. That's so original.

In the scene above, Meg, who was a person with a disability who always got a position behind the team and never got the chance to be in the front row because she was deemed not to have an important role. This was a sign that Meg was experiencing gender inequality in the form of subordination. Subordination was a judgment that one gender was lower than the other. Subordination was more common in women and marked them in an inferior or lower position.

[Claudia] Viv. They posted the list.

[Vivian] You know that list is pretty messed up if you think about it.

The scene above told about when female students who were gathered in the auditorium got a notification message containing nicknames for female students made by Mitchell Wilson and his friends. Various nicknames like best rack, best ass, most bankable, etc. which made the female students uneasy because they were given the nickname without their consent. Making the list of nicknames was a form of gender inequality in the form of stereotypes, namely negative labeling of women.

[Student 1&2] Boo!

[Vivian] Jesus.

[Student 1] Uh-oh. We're in trouble.

[Student 2] Her? She's not gonna do anything.

The scene above showed when two male students surprised Vivian, the male students thought that there would be no problem because they knew that Vivian was known as an obedient person. The actions of these two male students supported the statement that women were people who often get negative labels, in this case, women were seen as inferior who could not or would not fight against men.

[Lucy] Hey! Give that back.

[Mitchell] No. Tell me you wrote it and I'll give it back to you. Okay? I'm not even mad. I actually think it's kind of funny. But admit it.

[Lucy] I don't care, I don't have to tell you anything.

[Mitchell] Whoa. God, you're such a whiner.

In the scene above, it was seen that Mitchell stole Lucy's zine and was reluctant to return it. Mitchell wanted Lucy to confess to accusations that he wrote the zine, but Lucy was reluctant to give a statement. Therefore, Mitchell said that Lucy was a whiner. Mitchell's treatment of Lucy was a form of gender inequality in a stereotyped form, where Mitchell views Lucy as someone who has emotional trait in the form of whining.

[Shelly] "Do you have a sweater or a jacket?"

[Kaitlynn] "Why?"

[Shelly] "Well, your straps are a little thin and you're showing lots of collarbone."

[Kaitlynn] "It's like the exact same one she's wearing."

Kaitlynn was reprimanded by Shelly for covering her chest with a sweater or jacket because it was considered to accentuate her body shape too much which would interfere with the learning process. With this, it could be seen that Marlene Shelly showed a lack of freedom of expression through clothing for students. An injustice where only Kaitlynn was reprimanded and asked to leave the class even though in that classroom there were several students were wearing the same tank top. This was a form of marginalization and discrimination against women.

[Vivian] Why did you let Mitchell give a speech on the morning announcements?

[Shelly] He got it because he asked for it. If anyone from Moxie asked for it, they'd have gotten it, too.

[Vivian] How were we supposed to know we were supposed to ask for it?

[Shelly] If you want a seat at the table, pull up a chair.

In the scene above, Vivian was angry because Kiera did not get the same opportunity as Mitchell who had giving a speech at the school announcement. In the scene above, Kiera, as Mitchell's rival in fighting for the scholarship, the principal was not informed that there would be

a speech segment for the nominees for scholarship recipients. This action showed the injustice against Kiera for not being given the same opportunity as Mitchell to give a campaign speech at the school announcement. This showed that female students at Rockport High School were not seen as having an interest in voting in social life, in this case, it was a campaign activity. This injustice was detrimental to Kiera as a candidate for the scholarship because in the end she lost to Mitchell Wilson.

[Vivian] Hey, are you mad at me?

[Seth] You mean for yelling at me at the table and ditching me during dinner?

Nah, Vivian, why would I be mad at you?

[Vivian] I'm sorry. I've been under a lot of pressure lately.

[Seth] Have you? Really? Seems like you've been doing reckless shit and letting others take the blame while you take cheap shots at me, your mom, and your mom's perfectly nice boyfriend. I've done nothing but support you. I don't deserve to be your punching bag.

In the scene above, Vivian apologized to Seth for what happened at dinner. But Seth said that he was not mad because Vivian left him at that time, but because he was mad unclearly by making Seth, her mother, and her mother's boyfriend as an outlet for his frustration over something that was not clear. Vivian's representation in this scene was a form of gender inequality in the form of a stereotype that women were irrational.

4.2 The woman Survives from in The MOXIE! Movie Script

Liberal feminism centered around the individual opportunity for women who maintain that each woman should be held in high regard independent values, virtues, and correspondence esteems that had an opportunity in self-evaluation without compulsion and teaching. This stream accentuated putting women who had full and individual opportunities.

[Vivian] I need a shitload of copies.

[Printing] How many is that?

[Vivian] Uh... Uh... Fifty.

[Printing] Yeah, okay.

Vivian decided to create a zine to distribute anonymously at school. The zine was created as a form of protest, criticism, and movement against actions discrimination against girls in school. It did because the school also seemed to turn a blind eye to the actions in the environment was their own responsibility. Vivian went to the printers to make as many copies of the Moxie zine as she could. This attitude was a form of liberal feminism, that women had reason to make their own decisions.

[Lucy] So are you guys gonna do the thing that it says for tomorrow? It says to draw hearts and stars on your hands to show support.

[Vivian] Yeah, I was gonna do it.

[Lucy] Yeeah, me too.

[Claudia] Why?

[Vivian] What do you mean why?

[Claudia] I mean, like, what's the goal?

[Lucy] Revolution, baby.

[Claudia] I don't see what doodling on our hands is gonna do.

[Vivian] Well, it's better than doing nothing

Stars and hearts were a movement the Moxie community was making. The symbol was published through social media. The published star and heart symbols contained elements of the feminist movement. By drawing the star and heart symbols on their hands, it was hoped that they could invite community members' trust in one another to show the existence of the feminist movement. This showed that the existence of feminism was more and more real.

[Shelly] "Do you have a sweater or a jacket?"

[Kaitlynn] "Why?"

[Shelly] "Well, your straps are a little thin and you're showing lots of collarbone."

[Kaitlynn] "It's like the exact same one she's wearing."

In reality, women were often the object of discrimination in many ways things, one of which distinguished the shape of the body in dress. In this scene shows that there were two girls wearing tank tops in class. However, the two women had different body types. One slim body and vice versa. Discrimination was obtained by obese women with dialogue that was reduce the shape of the female body. However, the same thing was not obtained by slender women.

[Kaitlynn] Oh, my gosh. It's about me. Listen to this.

*"Hey, Moxie girls, have you had enough of these ridiculous, sexist dress code checks?"
Literally me.*

*[Kiera] "They're arbitrary and focus overwhelmingly on girls over boys." That's true.
Double standard.*

[Amaya] Quadruple standard.

[CJ] "Operating on the idea that girls are responsible for boys' behavior."

[Kiera] My body is my body

[Amaya] And it is a temple.

[Meg] "In protest of this outdated archaic set of rules."

[Claudia] "On Thursday, come to school in a tank top"?

In the side scene, the ban was carried out by the head school to Kaitlynn. These sayings were contradictory because there were other women who was wearing a tank top during class but not banned because of his body not as much as the woman who was reprimanded. This showed discrimination against women's rights to dress. Because of the prohibition such, moxie made a movement to wear a tank top to school for all students. This action done as a form of protest, above ancient rules enforced by school to one of the students who had full breasts.

[Lucy] Hey! I have a nomination!

[Shelly] Excuse me?

[Lucy] I nominate Kiera Pascal, the captain of the girls' soccer team.

[Kiera] What? What is happening?

[Shelly] I'm afraid that you need five votes to support a nomination.

[Amaya] I second Kiera!

[Kiera] I'm trying to eat. I ran for an hour.

[Lucy] Shh.

[Amaya] And I third and fourth and fifth!

[Shally] That is a spirited but inaccurate demonstration.

[Kaitlynn] I third!

[Shally] Again, there was a ballot box in the multipurpose room.

[Vivian] Fourth!

[Kiera] Vivian. No.

[Seth] Fifth!

[Principal Shelly Scoffs] Okay, sure. Two fine nominees.

In the side scene, Kiera's character was shown as a women's soccer captain not considered, he was not involved in the selection of athlete scholarship nominations. Moxie members who felt it was unfair then raised their hands to nominate Kiera. At first the school principal did not agree, but because of democracy that was carried out produce enough sound, the headmaster allowed Kiera to join him nomination. This represented that women were also entitled and equal to participate in an election and organization.

[Vivian] I hate that we are shoved aside. That we are dismissed, ranked, assaulted. And I mean, nobody does anything about it. Nobody listens to us. And that is why I walk out today. That's why I'm standing up here yelling at all of you. It's why I started Moxie. You know what? If you're going to expel somebody, expel me. Okay? It's me. I started Moxie. I am Moxie.

Vivian decided to create a zine to distribute anonymously at school. The zine was created as a form of protest, criticism, and movement against actions discrimination against girls in school. It did because the school also seemed to turn a blind eye to the actions in the environment was their own responsibility.

[Lucy] I started the Moxie Instagram, and I did that shit proudly.

I got you.

When Moxie was first founded, Lucy was very happy with the feminist movement, and Lucy really supported the movement. Lucy started creating a Moxie Instagram account and she was introducing everyone that there was a feminist movement at their school therefore that more people would know and want to support the feminist movement.

5. DISCUSSION

This section discussed the interpretation of the sign and how was the woman survive gender equality, this research used semiotic theory proposed by Charles S. Peirce such as sign or representamen, object, and interpretant. Signifier and signified semiotic theory proposed by Ferdinand De Saussure and liberal feminism theory.

5.1 Semiotic by Charles S. Peirce

Sign or Representamen

The writer found related data for *qualisign* in this research, the quality of words used in accompanying the sign such as strong, rough, or soft words. The data showed those symptoms therefore that those data was categorized in *qualisign*. Due to the data that the writer found, such as the words *annoying* or *moxie*, both contained different meanings. *Annoying* could mean that the person is dangerous. Likewise, with the word *moxie*, *moxie* could be interpreted as courageous, impassioned, or enthusiastic, therefore, the data above was included in the *qualisign* category. The writer also found data for *legisigns*. In this data, one of the characters in the movie script comments a statement related to the *legisign*, there were something that could and could not be done.

Object

The writer found related data for *icon* in this research, something that looked like the

original object, which could be understood and conveyed a message about its unique structure, was something that belonged to the category of *icons*. Based on data showed a sign that referred to the *icon*. As contained, *hearts and stars* as an *icon* referred to the object of *to show support*, it denoted that if someone wanted to support feminism. The data above meant this data indicated that the data was included in the *icon* category because it showed a sign that carried a message about its unique and understandable structure. The writer also found data for *index* and data for *symbol*. *Index* was a sign related to things that were causal, or cause and effect. In this case, the data that the writer found contained sentences that referred to the index where Vivian and Claudia talked about the school assessment that had started while this was only their first day at school. *Symbol* was a sign that related to the marker as well as the sign. That something was symbolized through an agreed sign by its markers as a general reference.

Interpretant

The writer found data related to *dicent sign or dicisign* in this research, a sign that corresponds to a fact. The data showed that the main character in the *MOXIE!* movie script and her friend Claudia has an introverted personality and they made t-shirts stating that they were both introverted and do not want to talk to other people. Also the writer found data related to *argument*, *arguments* were reasons that proved the truth or untruth of a statement, either in the form of text or speech. The data showed that it was included in the category of *arguments*, the data shows that moxie girls were entitled to the same rights as male students at their school.

5.2 Semiotic by Ferdinand De Saussure

Ferdinand De Saussure used Signifier and Signified in his theory. Signifier was something that was materialistic (which could be sensed), while signified was a concept of mind. The signifier was a sound symbol, while the signified was the concept of meaning from the signifier.

In this research, the characters in the movie script of *MOXIE!* using a conversation that contained a sign. It was these signs that the writer would reinterpret used the theory by Ferdinand which used signifiers and signified in his theory. In this movie script, there were 4 types of signs included in gender equality there was marginalization, the marginalized data that the writer found was a sign that they experienced marginalization. People who experience marginalization would feel marginalized and feel their rights are not fulfilled and deprived. Stereotypes, the writer categorized the 6 data obtained as stereotypes because this data showed those symptoms therefore this data was categorized as stereotypes. Based on this data, the characters in the *MOXIE!* movie script experienced prejudice based on judgments or assumptions based on other people's behavioral characteristics. Subordination, this data was included in the category of subordination because this data showed that one of the characters in the movie script was judged to be inferior to the others therefore, she was always placed at the back. People put her in an inferior or lower position. The last one was violence, the data containing acts of violence, both physical and non-physical, perpetrated by male students against female students indicated this data included violence.

5.3 Liberal Feminism Theory

Women were often neglected and left out in the making decision. The thoughts of a woman were often not considered because of stereotypes in society only the duty of women was responsible and owned role in domestic or reproductive affairs, while men were in public affairs or production. Feminism represented by female figures and intellectuals could develop skills,

and it could make decisions. Feminism was also depicted through a woman who had a leadership spirit assertive and careful as a leader. Liberal feminism was also the pressure of reason as a basis for women to obtain an equal position with men in terms of opportunities and rights. Matter this meant that women must also had the ability to think intelligently in order to achieve an equal position with men.

In the movie script of *MOXIE!*, Viviane was capable of showing the attitudes or values of feminism, namely making decisions consciously and giving views to others that changed that person's decision. It was stated in previous research that basically there were elements of feminist ideology of an unhesitating decision made by a female character at this time decision-making. It had been clearly illustrated in this data that female students had the courage to fight against the acts of gender inequality that they experienced by creating zines that reveal bad behavior in their schools, and defend their right to dress at school.

6. CONCLUSIONS

After explaining and describing the interpretations of the signs and how was women survive gender equality in *MOXIE!* movie script based on semiotics by Charles S. Peirce, Ferdinand De Saussure, and liberal feminism. There were three triadic types of signs used in *MOXIE!* movie script namely sign or representamen, object, and interpretant. Object was the most dominant type of sign that appeared in *MOXIE!* movie script was written by Tamara Chestna and Dylan Meyer. The triadic namely sign or representamen was classified into two classifications namely qualisign and legisign. Then, object was classified into three classifications namely icon, index, and symbol, and also interpretant was classified into two classifications namely dicent sign or dicensign, and argument. There was also semiotics by Ferdinand De Saussure who believed that the signifier and the signified were one unit, like the two sides of a sheet of paper. Every sign that appears must be different, in this movie script, there were 4 types of signs included in gender equality there were marginalization, stereotypes, subordination, and violence. A sign was a unified form of a signifier which was a sign or an idea. That was, the marker was a meaningful sound or meaningful stroke. The last one was liberal feminism, liberal feminism centered around the individual opportunity for women who maintain that each woman should be held in high regard with independent values, virtues, and correspondence esteems that had an opportunity for self-evaluation without compulsion and teaching. This stream accentuated putting women who had full and individual opportunities.

REFERENCES

- Danesi, Marcel. (2004). *Pesan Tanda dan Makna*. Yogyakarta: Jalasutra.
- Dwita, D. (2018). Gender equality in media television (semiotics analysis of fair and lovely advertisement issue of marriage or master degree). *Komuniti: Jurnal Komunikasi Dan Teknologi Informasi*, 10(1), 37-43. DOI: 10.23917/komuniti.v10i1.5316
- Handwita, H. S. (2018). *Representasi kesetaraan gender dalam Film the Great Wall* (Doctoral dissertation, Widya Mandala Catholic University Surabaya). Retrieved From: <http://repository.ukwms.ac.id/id/eprint/13497/>
- Peirce, Charles Sanders. (1909). A Letter to William James. EP 2:498
- Praharsini, F. (2022). *Illocutionary Acts In Emma Watson's Speech Gender Equality* (Universitas Bosowa).
- Prisanta, V. (2021). *A Semiotic Analysis Of Racial Discrimination In The Movie Script "Just Mercy" By Destin Daniel Cretton & Andrew Lanham* (Unsada).
- Rorintulus, O. A., Lolowang, I., Suoth, A. A., tatipang, devilito, Mokalau, P., Wilar, B., & Pratasik, G. (2022). *Women's Struggle To Achieve Their Gender Equality In Pride And Prejudice* And *Jurnal*

- Ph.D Mama: A Comparative Study. *Klasikal : Journal Of Education, Language Teaching And Science*, 4(2), 197-208. DOI: <https://doi.org/10.52208/klasikal.v4i2.218>
- Sanders, Andrew. (2004). *The Short Oxford History Of English Literature*. Britania Raya : Oxford University Press.
- Sobur, Alex. (2009). *Semiotika Komunikasi*. Bandung: PT Remaja Rodakarya.
- Teeuw, A. (2015). *Sastra dan Ilmu Sastra: Pengantar Teori Sastra*. Jakarta: Dunia Pustaka Jaya.